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## BOOK REVIEWS

### RECENT GERMAN TEXT-BOOKS.

*Newson's Modern Language Series.* Three well-printed little volumes : *Newson's First German Book*, *Newson's German Reader*, and *German Daily Life* (with introduction by W. H. Buell).

The first book is based on the well-known Hölzel pictures, "The Four Seasons," widely used in Germany. If an American teacher would learn to use the conversational method, this book, in connection with the reader, will be of great assistance. The reader contains an adequate treatment of inductive grammar, a subject neglected in the first book. The selection for each lesson is a literary unit prepared for the needs of the pupil, many of them dealing with affairs of his own life. The prose consists of short paragraphs, which are well constructed. The poems are well selected, but should be supplemented by a collection of songs like *Damm's Liederbuch*. The questions in each lesson are helpful for digesting the contents and for conversational exercises. The grammar element in the reader trains judgment and independent thinking. The *Aufgaben* ask for free reproduction of the matter read, the most excellent way of acquiring ease and an actual *Sprachgefühl*. The vocabulary, with explanations in full sentences and reference back to the place where word was first used, is another welcome addition.

*The German Daily Life* or its equivalent should be in the hands of every teacher. It contains that which an educated German in his conversation on general topics is likely to use. It is good German, simple in style. Especial attention is called to the conversational phrases and slang. No one can thoroughly appreciate modern Germany or its literature without knowing the contents of this book.

*A German Reader.* With Notes and Vocabulary. By Howard P. Jones, Ph.D. New York : D. Appleton & Co.

The author states in the introduction that he followed the general arrangement of readers compiled some sixty years ago, which were modeled on books used in the schools of Germany. This is certainly true. The selections are the best one could wish to have young people read (with one exception, "Germelshausen"), and the German boy in Germany ought to enjoy the book thoroughly. However, the American beginner, especially in the secondary school, would probably prefer reading-matter with less new vocabulary. The volume contains five thousand and more new words, and the author sees fit to give from thirty to forty footnotes for selections, ten lines and less in length. The vocabulary and notes are faulty in accent and marking of vowels (*cf.* Wald'esdunkel, an'statt, allerlei, Asch'enbrödel, Gertrüd' Gebrech'en, nämlich, A'raber längs), at the rate of two mistakes on each page.

*A German Reader for Beginners.* With an Introduction on English-German Cognates, Notes and Vocabulary. By H. C. O. Huss, Professor of Modern Languages and Literatures in Princeton University. Boston : D. C. Heath & Co., 1900. Pp. 208.

The especial feature of this reader is the attention paid to cognates as a means for acquiring vocabulary. The author says "students will be interested and stimu-

lated, because their reasoning faculties are called into play." There is no doubt that cognates are interesting to the teacher, and to some extent also to the student—in proportion to his age. With the beginner in the secondary school, at the age of fourteen, the imitative and mnemonic faculties are more prominent than the reasoning powers. He can more easily memorize ten words or idioms than think out the cognate of one. And what is more, he can more easily get by heart a few of those charming German folksongs with melodies than do any feats in thinking. It seems, therefore, that too much stress should not be laid on cognates in the beginning.

The selections of both prose and poetry are excellent and well graded, but are not as simple in style and syntax as one would like to give to first-year high-school pupils. The reader on the whole would seem to be better fitted for students who begin German at the age of seventeen or eighteen. The proverbs are a useful addition. The notes are a fine example of the kind of assistance and explanations the pupil needs.

*Glück Auf.* A First German Reader. By Mary Müller and Carla Wenckebach. Boston and London: Ginn & Co., The Athenæum Press, 1901.

*Glück Auf* is a step in the right direction; all beginners in the study of German will feel very grateful to the authors for this little gold mine of good, simple German prose, of lyric gems, and of information on mythical, legendary, and historical Germany. It is a real introduction in every way. The notes, questions on text, and the vocabulary have been prepared with great care, and deserve unqualified praise. How much time should be given to cognates, and how much to conversation and inductive grammar, each teacher must learn by experience. No undue emphasis should be laid on prose introductions to such beautiful poems as "Heidenröslein" and "Du bist wie eine Blume." Any interpretation of such tender creations seems like an encroachment.

*A German Reader and Theme Book.* By Calvin Thomas and William Addison Hervev. New York: Henry Holt & Co., 1901.

This reader has been prepared with great care. Most of the selections are valuable, written in good literary German, and paper and print are the best imaginable. And yet, although the authors mention "free reproduction" in the preface they increase in the themes the amount of translation from lesson to lesson, following the mistake of the Thomas Grammar. "Freie reproduction" should have been more and more emphasized, *omitting translation*. The book contains 5,500 new words, which fact would show that the book is intended for advanced students of the *university age*. The accent in the vocabulary has been employed almost too arbitrarily (bisher, beiseite, alsbald), leading to actual mistakes: *Cf. ei' nerlei* (two accents, like *einmal*), *also'*. Quantity should have been marked in *all* doubtful cases of strong imperfections. *Cf. brach, kröch, glüch, roch*.

#### ELEVEN NEW PUBLICATIONS OF D. C. HEATH'S MODERN LANGUAGE SERIES.

One of the most difficult things is to find the proper kind of reading material for a class of beginners that has mastered the essentials of grammar (inductively, of course) and just finished the simple graded reader. Of the eleven new texts before us, Seidel's *Leberecht Hühnchen* (Spanhoofd), Storm's *In St. Jürgen* (Wright), Benedix's *Der Process* (Wells), Benedix's *Nein* (Spanhoofd), and Heyse's *Hochzeit auf Capri* (Bernhardt) seem to be best fitted from the standpoint of contents and diffi-